



IHLAA

IDAHO HOME LEARNING ACADEMY

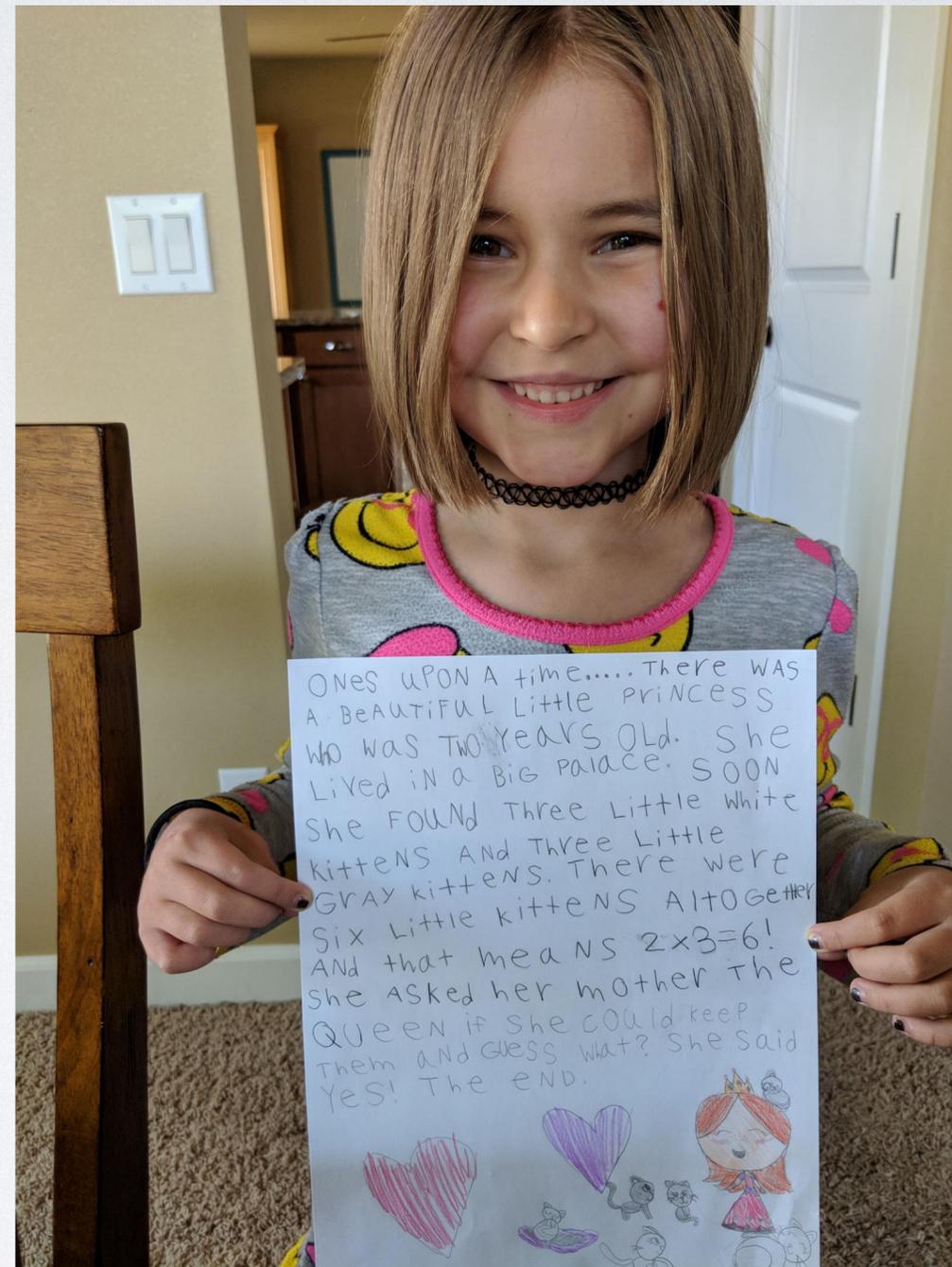
OVERVIEW

- Established in 2016
- Target population of home school students
- Strong Partnerships
- Continuous Improvement Process
- Cognia K- 12 Accreditation April 2021



EDUCATION MODEL

- RFP/Contracts
- Roles and Responsibilities
- Education Credit
- Strong Partnerships with Parents



IDAHO CERTIFIED TEACHERS



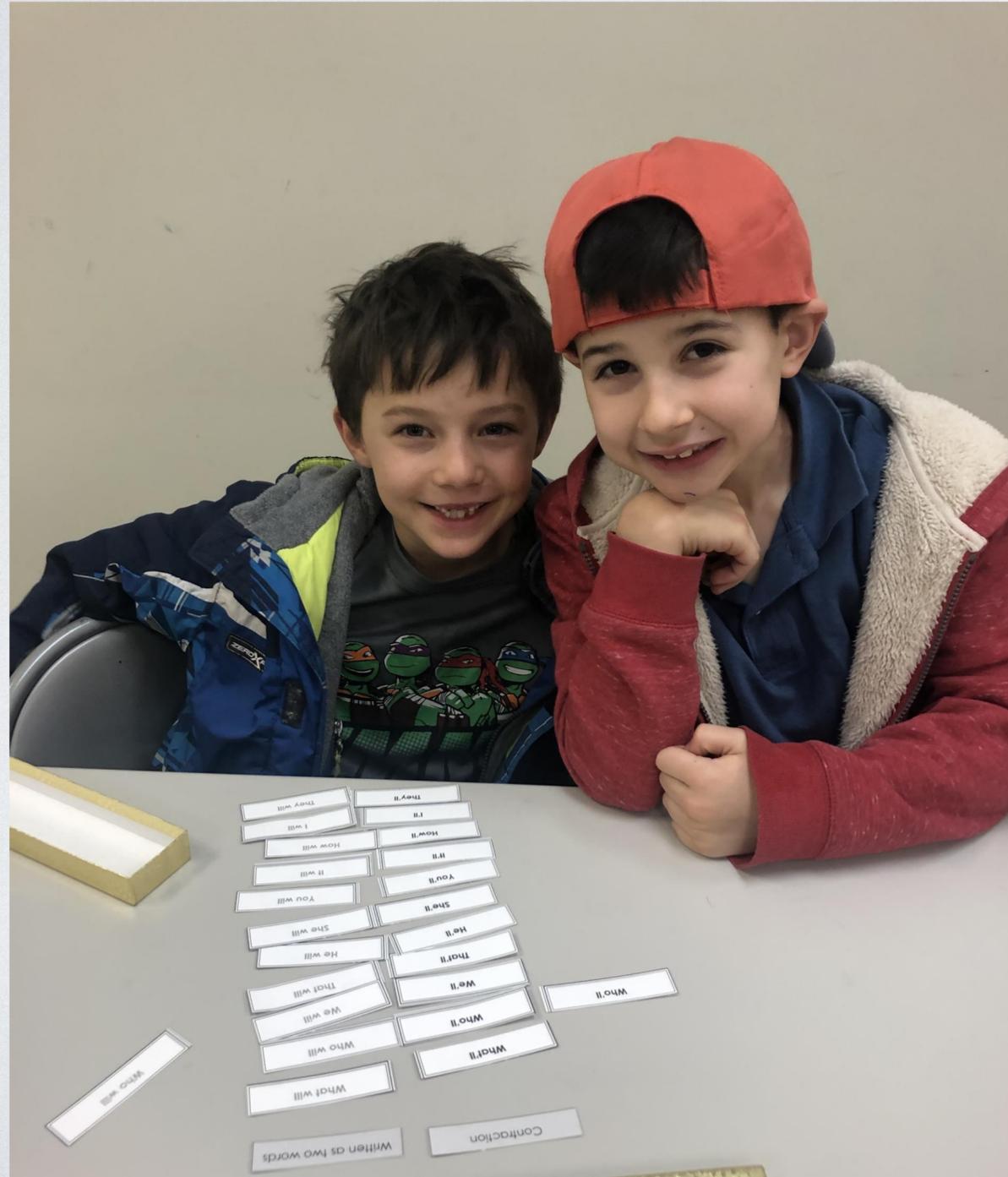
- 337 IHLA Certified Teachers
 - 317 General Education
 - 20 Special Education
- Average class size of about 23
- Professional Development
- Teacher Evaluation Process

PARENT LEARNING COACHES

- Successful schooling at home requires strong parent involvement
- Educate parents during registration
- Parent Learning Coach Certification
 - Plan, Organize, and Prioritize
 - Reinforce Positive Mindsets
 - Good Habits of Learning



OTHER SUPPORT



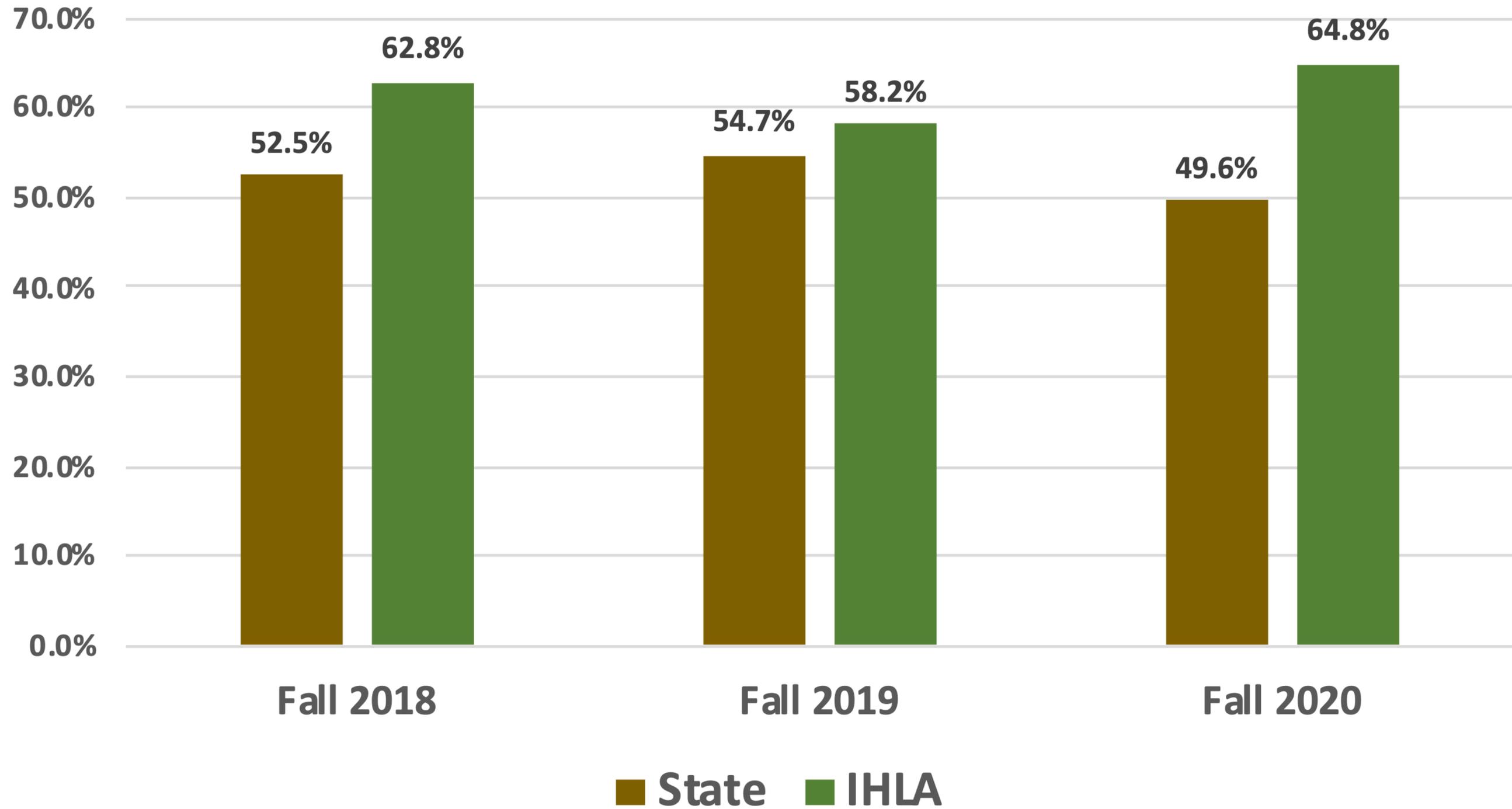
- Counselors
- Interventionists (math and ELA)
- Instructional Coach/Mentor Teachers
- Special Education and 504
- Administrators
- Student Support Team (SST)

STUDENT ACHIEVEMENT

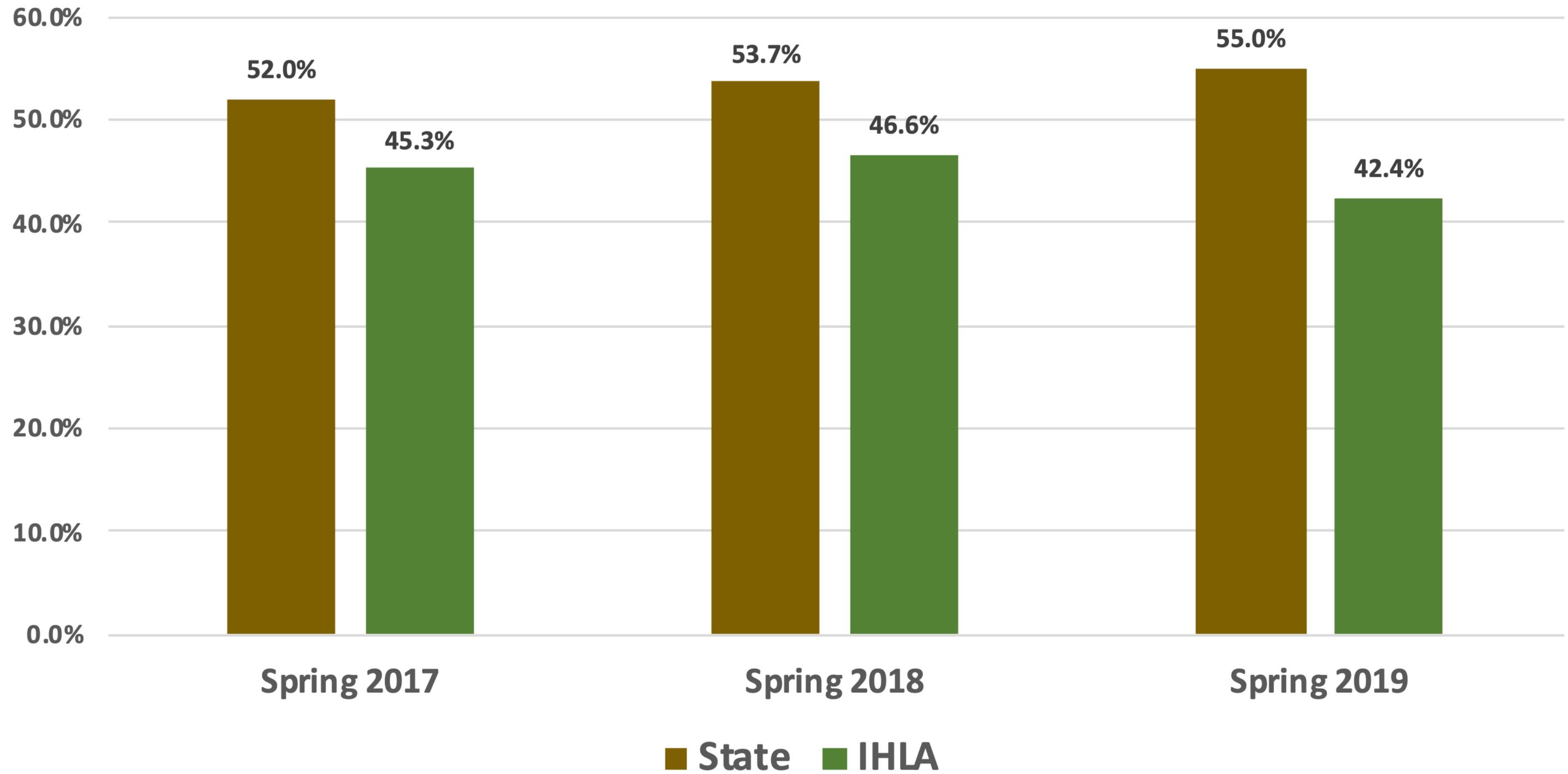
- Power Learning Goals (PLGs)
- Individualized Learning Plans
- Authentic and Formative Assessments
- Response-to-Intervention
- State Testing



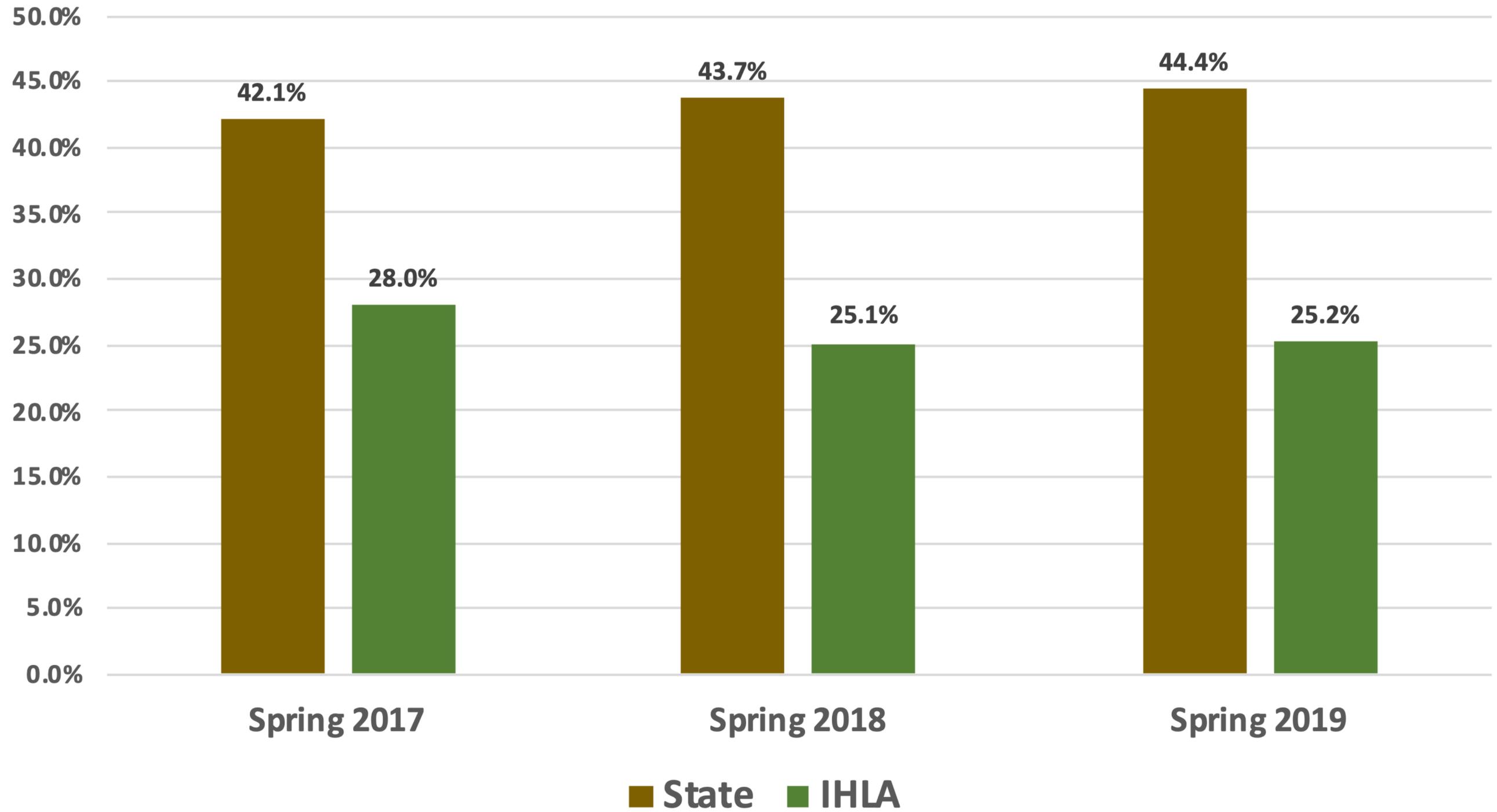
Idaho Reading Indicator (IRI) - At Grade Level - All Grades



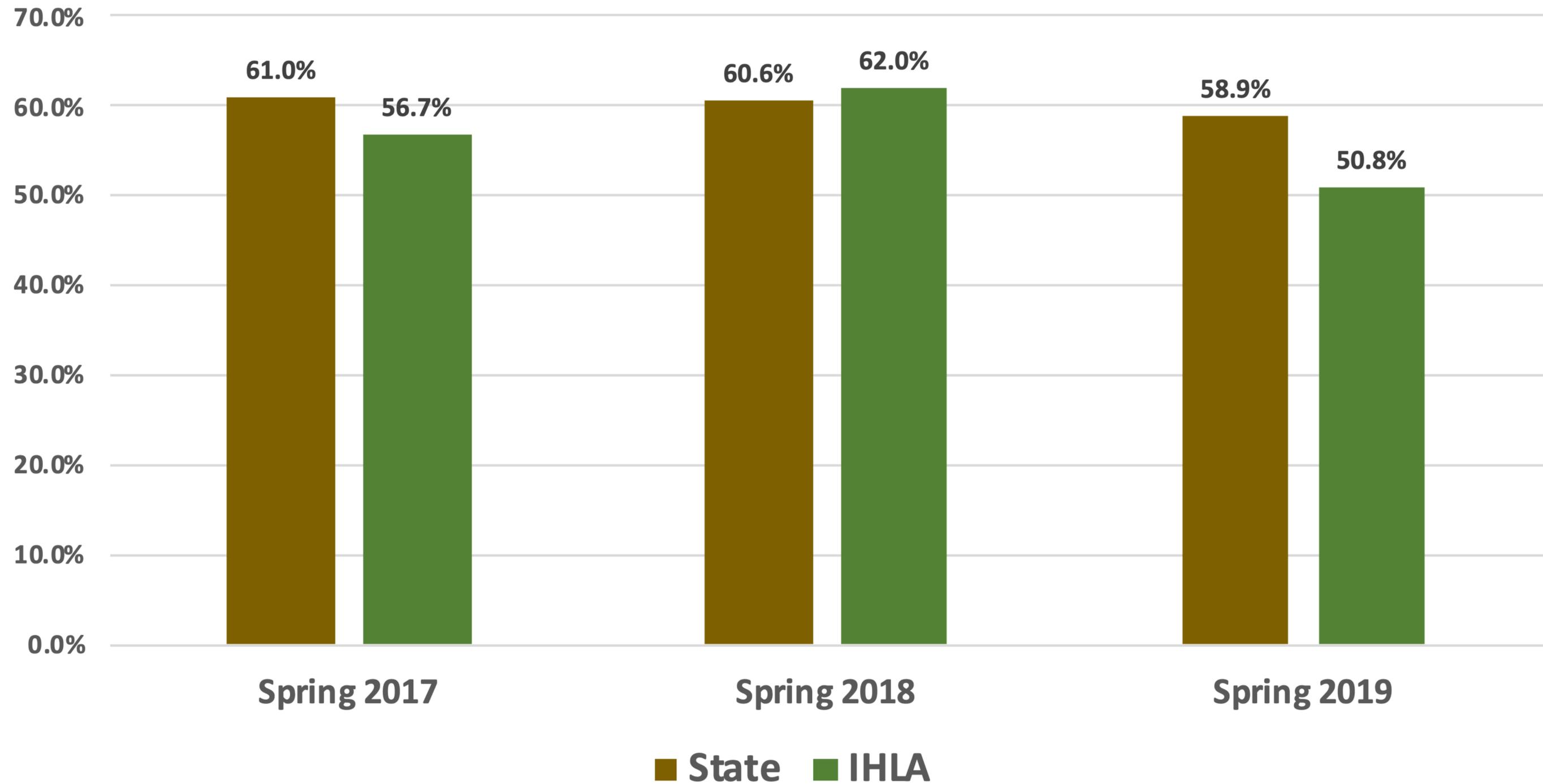
ISAT - English Language Arts - Proficient and Advanced - All Grades



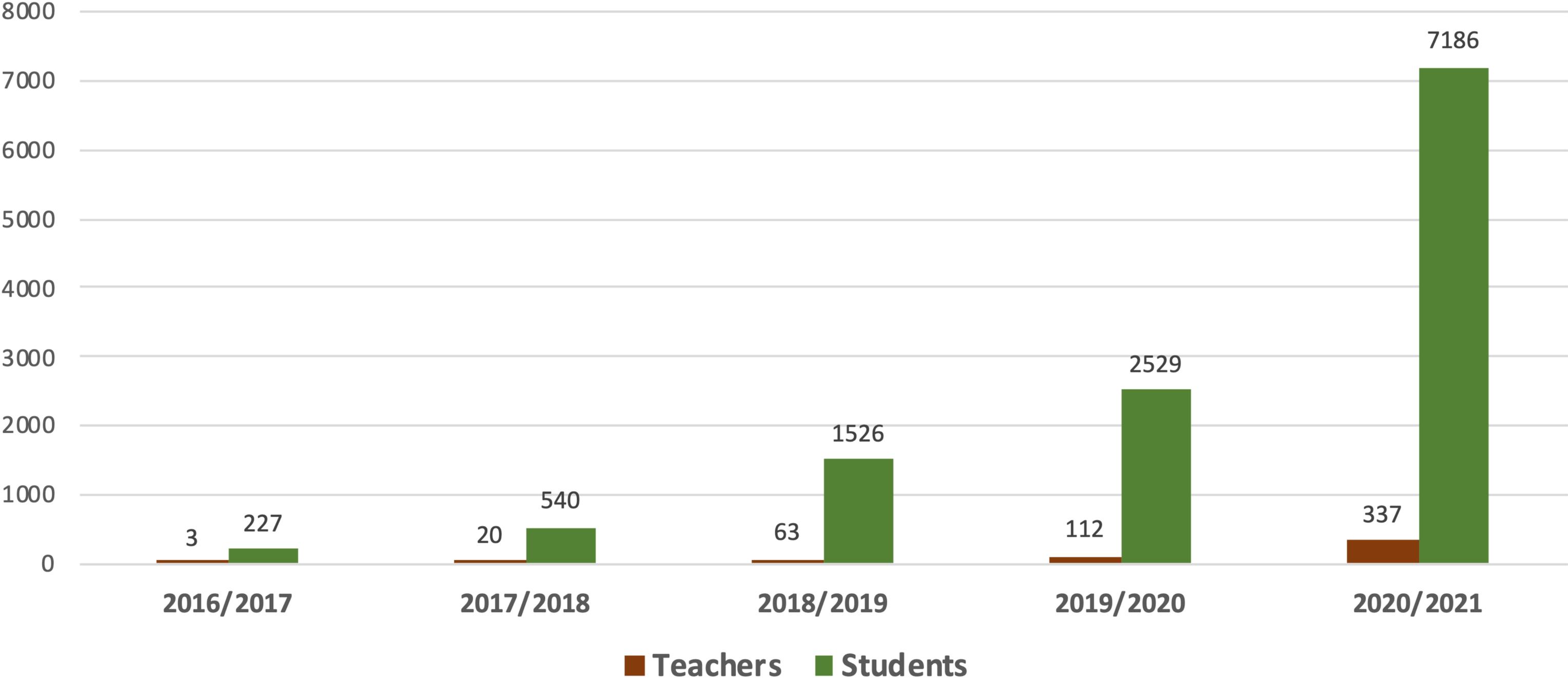
ISAT Mathematics - Proficient and Advanced - All Grades



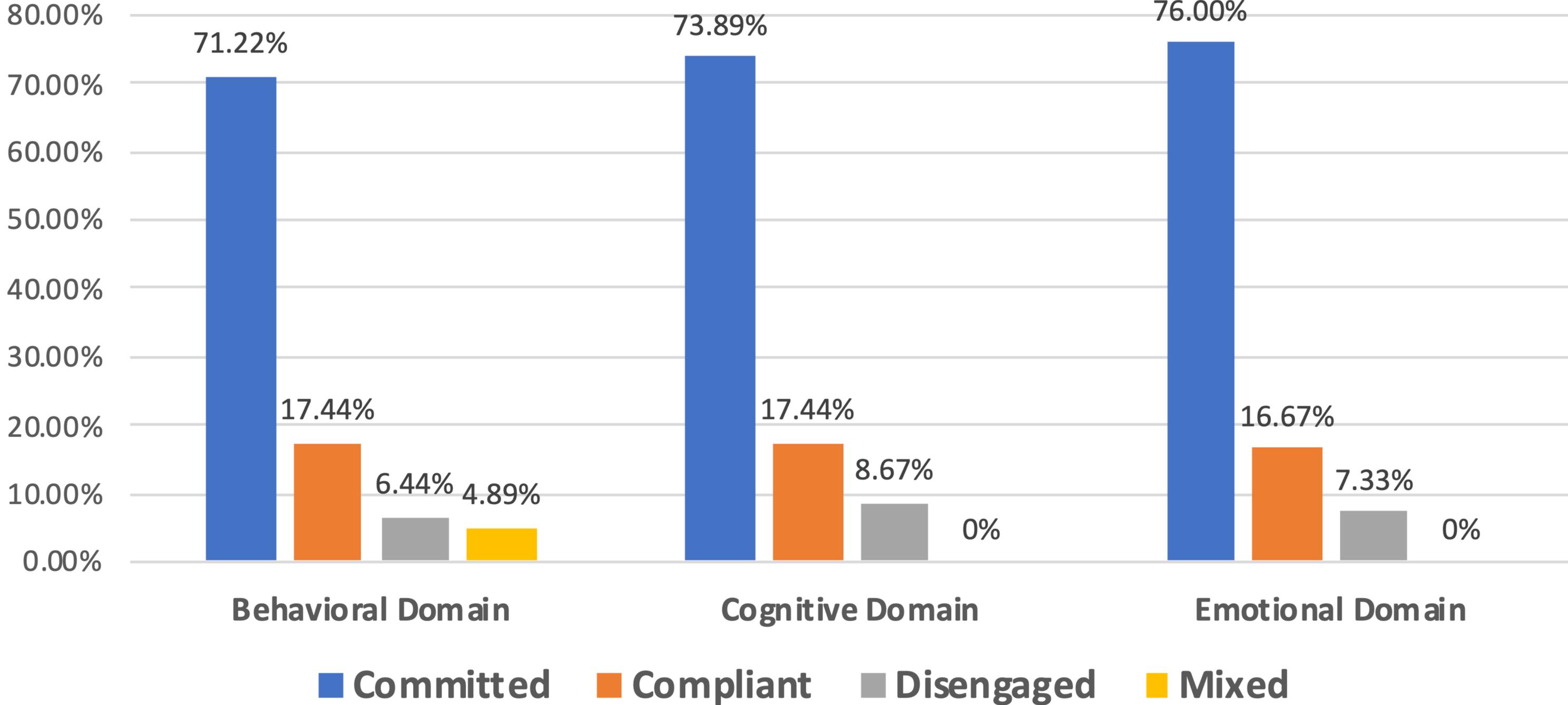
ISAT Science - Proficient and Advanced - All Grades



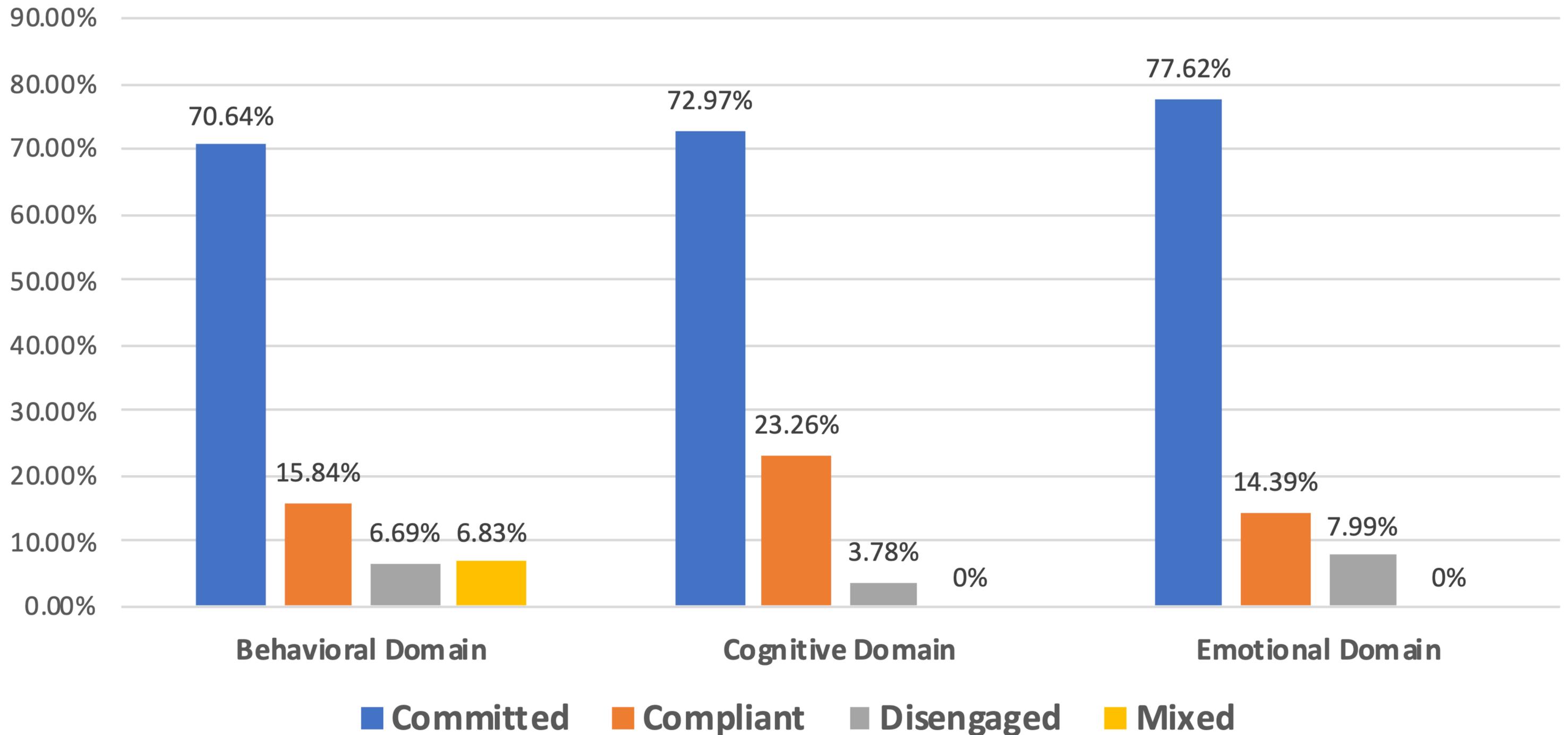
IHLA Growth



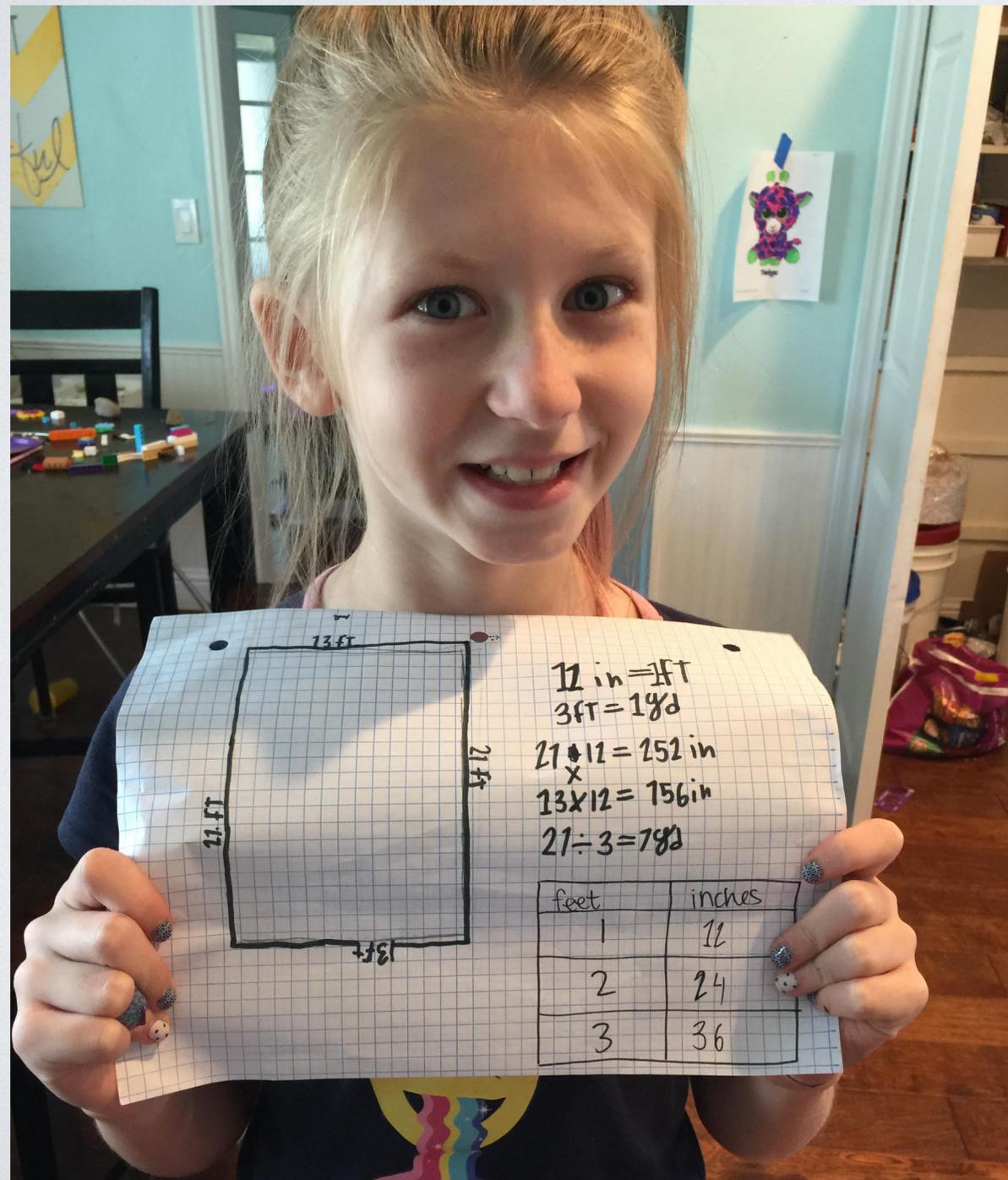
2019/2020 Student Engagement Survey Grades 3 - 5



2019/2020 Student Engagement Survey Grades 6 - 8



GROWTH



- Wide variety of curriculum and delivery formats
- Mastery-based learning provides flexibility and personalization
- Empower families with choice
- Encourage student ownership
- Field trips, activities, and clubs

CONTINUOUS IMPROVEMENT

- Teacher Evaluation Process
- Special Education and 504 Services
- Test Scores (focus on math)
- Quality Program versus Growth





